

## Shell Point Elementary

81 Savannah Hwy  
Beaufort, South Carolina 29906

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 436 Students           |              |
| <b>Principal</b>      | Frankie Middleton      | 843-322-2800 |
| <b>Superintendent</b> | Edna H. Crews          | 843-322-2300 |
| <b>Board Chair</b>    | Ms. Dale Friedman      | 843-322-2356 |

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1         | 44   | 39      | 3             | 0              |

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2002</b> | Good                   | Average                   | N/A                             |
| <b>2003</b> | Good                   | Unsatisfactory            | Yes                             |
| <b>2004</b> | Good                   | Good                      | Yes                             |
| <b>2005</b> | Good                   | Below Average             | Yes                             |

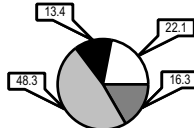
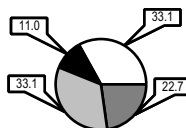
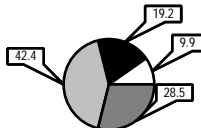
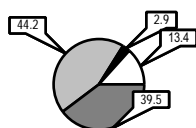
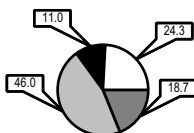
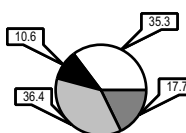
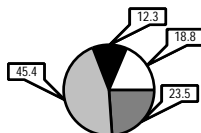
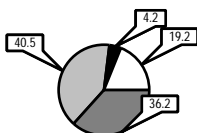
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

91.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 200   | 100.0           | 13.4                 | 44.2           | 39.5                | 2.9               | 57.6  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 100   | 100.0           | 17.4                 | 44.2           | 37.2                | 1.2               | 51.2  |                                      |  |
| Female   | 100   | 100.0           | 9.3                  | 44.2           | 41.9                | 4.7               | 64.0  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 85  | 100.0           | 5.5                  | 45.2           | 45.2                | 4.1               | 63.0  | Yes                                  | Yes                                    |
| African American   | 95  | 100.0           | 18.3                 | 40.2           | 39.0                | 2.4               | 57.3  | Yes                                  | Yes                                    |
| Asian/Pacific Islander   | 3   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 15  | 100.0           | 25.0                 | 66.7           | 8.3                 | 0.0               | 25.0  | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 169   | 100.0           | 11.1                 | 42.4           | 43.1                | 3.5               | 62.5  |                                      |  |
| Disabled   | 31  | 100.0           | 25.0                 | 53.6           | 21.4                | 0.0               | 32.1  | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-Migrant  | 200   | 100.0           | 13.4                 | 44.2           | 39.5                | 2.9               | 57.6  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 11  | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 189   | 100.0           | 12.2                 | 43.3           | 41.5                | 3.0               | 59.8  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 92  | 100.0           | 17.1                 | 54.3           | 28.6                | 0.0               | 47.1  | Yes                                  | Yes                                    |
| Full-pay meals   | 108   | 100.0           | 10.8                 | 37.3           | 47.1                | 4.9               | 64.7  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 200 | 100.0 | 9.9  | 42.4 | 28.5 | 19.2 | 62.2 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 100 | 100.0 | 11.6 | 37.2 | 26.7 | 24.4 | 61.6 |     |     |
| Female   | 100 | 100.0 | 8.1  | 47.7 | 30.2 | 14.0 | 62.8 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 85  | 100.0 | 1.4  | 41.1 | 31.5 | 26.0 | 71.2 | Yes | Yes |
| African American   | 95  | 100.0 | 14.6 | 43.9 | 25.6 | 15.9 | 56.1 | Yes | Yes |
| Asian/Pacific Islander                                   | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 15  | 100.0 | 33.3 | 41.7 | 25.0 | 0.0  | 50.0 | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 169 | 100.0 | 8.3  | 38.2 | 32.6 | 20.8 | 67.4 |     |     |
| Disabled   | 31  | 100.0 | 17.9 | 64.3 | 7.1  | 10.7 | 35.7 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-Migrant  | 200 | 100.0 | 9.9  | 42.4 | 28.5 | 19.2 | 62.2 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 11  | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 189 | 100.0 | 7.9  | 42.7 | 29.3 | 20.1 | 63.4 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 92  | 100.0 | 11.4 | 57.1 | 21.4 | 10.0 | 54.3 | Yes | Yes |
| Full-pay meals   | 108 | 100.0 | 8.8  | 32.4 | 33.3 | 25.5 | 67.6 |     |     |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 200   | 100.0           | 33.1                 | 33.1           | 22.7                | 11.0              | 33.7                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 100   | 100.0           | 33.7                 | 34.9           | 18.6                | 12.8              | 31.4                                 |
| Female                         | 100   | 100.0           | 32.6                 | 31.4           | 26.7                | 9.3               | 36.0                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 85  | 100.0           | 20.5                 | 30.1           | 31.5                | 17.8              | 49.3                                 |
| African American               | 95  | 100.0           | 42.7                 | 35.4           | 14.6                | 7.3               | 22.0                                 |
| Asian/Pacific Islander         | 3   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 15  | 100.0           | 41.7                 | 50.0           | 8.3                 | 0.0               | 8.3                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 169   | 100.0           | 27.1                 | 34.0           | 26.4                | 12.5              | 38.9                                 |
| Disabled                       | 31  | 100.0           | 64.3                 | 28.6           | 3.6                 | 3.6               | 7.1                                  |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 200   | 100.0           | 33.1                 | 33.1           | 22.7                | 11.0              | 33.7                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 11  | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 189   | 100.0           | 32.3                 | 32.3           | 23.8                | 11.6              | 35.4                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 92  | 100.0           | 48.6                 | 31.4           | 15.7                | 4.3               | 20.0                                 |
| Full-pay meals                 | 108   | 100.0           | 22.5                 | 34.3           | 27.5                | 15.7              | 43.1                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 200 | 100.0 | 22.1 | 48.3 | 16.3 | 13.4 | 29.7 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 100 | 100.0 | 24.4 | 45.3 | 15.1 | 15.1 | 30.2 |
| Female                         | 100 | 100.0 | 19.8 | 51.2 | 17.4 | 11.6 | 29.1 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 85  | 100.0 | 15.1 | 49.3 | 13.7 | 21.9 | 35.6 |
| African American               | 95  | 100.0 | 23.2 | 50.0 | 18.3 | 8.5  | 26.8 |
| Asian/Pacific Islander         | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Hispanic                       | 15  | 100.0 | 50.0 | 50.0 | 0.0  | 0.0  | 0.0  |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 169 | 100.0 | 18.1 | 48.6 | 18.1 | 15.3 | 33.3 |
| Disabled                       | 31  | 100.0 | 42.9 | 46.4 | 7.1  | 3.6  | 10.7 |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 200 | 100.0 | 22.1 | 48.3 | 16.3 | 13.4 | 29.7 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 11  | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Limited English Proficient | 189 | 100.0 | 21.3 | 47.6 | 17.1 | 14.0 | 31.1 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 92  | 100.0 | 24.3 | 55.7 | 11.4 | 8.6  | 20.0 |
| Full-pay meals                 | 108 | 100.0 | 20.6 | 43.1 | 19.6 | 16.7 | 36.3 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 58   | 100.0    | 6.9           | 24.1    | 51.7         | 17.2       | 69.0                         |
|                              | 4     | 82   | 98.8     | 13.8          | 48.8    | 36.3         | 1.3        | 37.5                         |
|                              | 5     | 56   | 100.0    | 14.8          | 48.1    | 35.2         | 1.9        | 37.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 58   | 100.0    | 4.1           | 36.7    | 53.1         | 6.1        | 59.2                         |
|                              | 4     | 63   | 100.0    | 3.8           | 54.7    | 37.7         | 3.8        | 41.5                         |
|                              | 5     | 79   | 100.0    | 27.1          | 41.4    | 31.4         | 0.0        | 31.4                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 58   | 100.0    | 5.2           | 46.6    | 29.3         | 19.0       | 48.3                         |
|                              | 4     | 82   | 100.0    | 14.8          | 46.9    | 25.9         | 12.3       | 38.3                         |
|                              | 5     | 56   | 100.0    | 11.1          | 37.0    | 33.3         | 18.5       | 51.9                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 58   | 100.0    | 4.1           | 55.1    | 24.5         | 16.3       | 40.8                         |
|                              | 4     | 63   | 100.0    | 1.9           | 30.2    | 43.4         | 24.5       | 67.9                         |
|                              | 5     | 79   | 100.0    | 20.0          | 42.9    | 20.0         | 17.1       | 37.1                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
| 2005                         | 8     |  |          |               |         |              |            |                              |
|                              | 3     | 58   | 100.0    | 28.6          | 42.9    | 24.5         | 4.1        | 28.6                         |
|                              | 4     | 63   | 100.0    | 28.3          | 32.1    | 26.4         | 13.2       | 39.6                         |
|                              | 5     | 79   | 100.0    | 40.0          | 27.1    | 18.6         | 14.3       | 32.9                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
| 2005                         | 8     |  |          |               |         |              |            |                              |
|                              | 3     | 58   | 100.0    | 8.2           | 59.2    | 16.3         | 16.3       | 32.7                         |
|                              | 4     | 63   | 100.0    | 13.2          | 47.2    | 20.8         | 18.9       | 39.6                         |
|                              | 5     | 79   | 100.0    | 38.6          | 41.4    | 12.9         | 7.1        | 20.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

## SCHOOL PROFILE

|   | Our School             | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|-----------------------|--|--------------------------|
| <b>Students (n= 436)</b>  |                        |                       |  |                          |
| First graders who attended full-day kindergarten                                | 100.0%                 | No change             | 100.0%                                     | 100.0%                   |
| Retention rate  | 3.2%                   | Up from 3.0%          | 3.1%                                       | 3.0%                     |
| Attendance rate   | 96.8%                  | Up from 96.3%         | 96.4%                                      | 96.3%                    |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 8.0%                   | Up from 5.6%          | 4.3%                                       | 3.7%                     |
| Students with disabilities other than speech taking PACT (Math) off grade level | 8.0%                   | Up from 5.6%          | 3.3%                                       | 3.2%                     |
| Eligible for gifted and talented  | 12.0%                  | Down from 15.6%       | 13.8%                                      | 12.0%                    |
| On academic plans   | N/AV                   | N/AV                  | N/A  | N/AV                     |
| On academic probation   | N/AV                   | N/AV                  | N/A  | N/AV                     |
| With disabilities other than speech   | 5.9%                   | Up from 3.6%          | 9.0%                                       | 8.2%                     |
| Older than usual for grade  | 0.9%                   | No change             | 0.8%                                       | 0.9%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.2%                   | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n= 39)</b>   |                        |                       |  |                          |
| Teachers with advanced degrees  | 48.7%                  | Up from 47.5%         | 54.5%                                      | 52.6%                    |
| Continuing contract teachers  | 87.2%                  | Down from 87.5%       | 86.1%                                      | 83.3%                    |
| Highly qualified teachers   | 88.9%                  | Down from 89.3%       | 92.6%                                      | 93.5%                    |
| Teachers with emergency or provisional certificates                             | 0.0%                   | Down from 2.8%        | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year   | 84.1%                  | Up from 83.1%         | 88.2%                                      | 87.0%                    |
| Teacher attendance rate   | 95.8%                  | Up from 93.2%         | 95.1%                                      | 95.0%                    |
| Average teacher salary  | \$42,460               | Up 3.8%               | \$41,936                                   | \$41,703                 |
| Prof. development days/teacher  | 27.9 days              | Up from 20.0 days     | 13.0 days                                  | 12.8 days                |
| <b>School</b>   |                        |                       |  |                          |
| Principal's years at school   | 14.0                   | No change             | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects  | 16.4 to 1              | N/R                   | 18.9 to 1                                  | 18.8 to 1                |
| Prime instructional time  | 89.0%                  | Up from 84.6%         | 89.8%                                      | 89.8%                    |
| Dollars spent per pupil*  | \$7,558                | Down 2.9%             | \$6,150                                    | \$6,242                  |
| Percent of expenditures for teacher salaries*                                   | 71.9%                  | Up from 65.1%         | 65.9%                                      | 65.8%                    |
| Opportunities in the arts   | Good                   | No change             | Good                                       | Good                     |
| Parents attending conferences   | 99.5%                  | Up from 99.0%         | 99.0%                                      | 99.0%                    |
| SACS accreditation  | Yes                    | Up from No            | Yes  | Yes                      |
| Character development program   | Excellent              | No change             | Excellent                                  | Good                     |
| * Prior year audited financial data are reported.                               |                        |                       |  |                          |
|   | <b>Our District</b>    |                       | <b>State</b>                               |                          |
| Highly qualified teachers in low poverty schools                                | 91.1%                  |                       | 89.4%                                      |                          |
| Highly qualified teachers in high poverty schools                               | 94.3%                  |                       | 90.1%                                      |                          |
|   | <b>State Objective</b> |                       | <b>Met State Objective</b>                 |                          |
| Highly qualified teachers in this school  | 65.0%                  |                       | Yes  |                          |
| Student attendance in this school   | 95.3%                  |                       | Yes  |                          |

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We are the Sensational Sea Horses, and this was a banner year for our students. All students were positioned for success through challenging, exciting, and enjoyable learning experiences. A school-wide program to increase independent reading received great reviews from students and parents. Field trips to the Columbia Zoo, South Carolina State Museum and Aquarium, Hunting Island, Fort Sumter and to theatrical performances extended classroom standards and concepts. Classroom meetings and other activities, which built a sense of community for children, increased student awareness of their role in creating a positive school climate. Each month students were involved in learning, recognizing, and demonstrating a character trait in the context of it being exemplified in the life of famous Americans and how developing positive character traits can impact their lives in a positive manner. There were numerous occasions where students were recognized for excelling in academics, physical activities and displaying musical/artistic talents.

It was a year of Sensational Sea Horse Teachers. Each of the six grade levels engaged in a year-long study group of best practice in writing. Our school participated in the Exemplary Writing Award program and received a valuable assessment of our progress in implementing a research-based and effective writing program. Data driven instructional decision-making was also a school improvement tool, which was used in at least one area for each grade level. Additionally, teachers participated in staff development, which addressed math problem solving, reading comprehension, discipline, effective teaching strategies and technology. Another exceptional cutting edge practice that propelled the school forward included, Boost-Up training, which is a curriculum that is designed to stimulate pre-academic development in children.

It was a year of Sensational Sea Horse Parents. The PTO sponsored an intersession reading incentive, donated funds to each grade level for field trips, provided volunteers for school activities and conducted a week of recognition for the teaching staff. The SIC served as advisors and planners for the school's renovation project, participated in developing a school budget and was involved in creating a school strategic plan for 2006-2010. An Authors Tea and Artist Showcase, which supported the school's academic goals was a joint effort of the school and PTO.

It is evident that students, parents and teachers share a vision of excellence, which embraces high academic achievement for all students. Most importantly, we were collectively driven and on a mission to implement a strong best practice and research focus which inspires students to master standards at the advanced and proficient levels, while fostering a love for learning. It has, indeed, been an enjoyable and fascinating Sensational Sea Horse Year of teaching and learning.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|   | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|---|-----------------|------------------|-----------------|
| <b>Number of surveys returned</b>                             | 38              | 55               | 45              |
| <b>Percent satisfied with learning environment</b>            | 73.0%           | 74.1%            | 84.1%           |
| <b>Percent satisfied with social and physical environment</b> | 75.7%           | 63.6%            | 95.6%           |
| <b>Percent satisfied with school-home relations</b>           | 68.4%           | 72.7%            | 73.3%           |

\*Only students at the highest elementary school grade level at this school and their parents were included.